



The Resilience of the Professionalism of Writing Learning Teacher in Indonesia

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Abstract. This paper discusses the professionalism of writing learning teachers. The topic was chosen because teacher professionalism plays an important role in learning, especially in learning to write. This is possible because until now (and maybe in the future), the writing skills of our students are still far from expectations. Let alone for the level of schoolchildren, the limitations of students' writing skills also occur in the academic community in universities. Why are our students less/unskilled in writing? One of the answers is the lack of professionalism of the teachers/educators who are in charge of these subjects/courses. The focus of the study of this paper is on the professionalism of learning to write. The experience of the author who has fostered learning to write for a dozen years has also colored the description of the problems raised. With such a discussion, it is hoped that this paper will be a solution to the weaknesses of our students in writing.

Keywords: Professionalism · teacher · learning · writing

1 Introduction

The thing that disturbed the Emperor of Japan after Hiroshima and Nagasaki was bombarded by the Allies was the existence of educators or teachers/lecturers. There are still and how many of our educators are safe. The Emperor's anxiety or fear was very reasonable, because he was very aware of the meaning and importance of the existence of educators for the progress of a nation.

Education is closely related to civilization and the progress of a nation. The correlation between the two is very significant. With education, civilization and the progress of a nation can be accelerated. Education is the main pillar of a civilization. Through the education of civilization, a nation is learned, understood, perfected, or changed.

Because the role of education is so important for a civilization, it must be managed seriously, not half-heartedly, or casually. Management of education should not be underestimated, trivial, and random. Education must be managed properly by competent people. Professionalism in education management will be a determinant of the quality of education. Apart from the formal definition, the definition of education was also put forward by several experts which in his opinion is in line with the above understanding [1].

The implementation of education is intended to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The purpose of education is full of human values. This is because education is a typical human activity. Education takes place from, by, and for humans. In this context, humans are the source, target, and implementer of education.

Educational activities are carried out through educational interactions between students and educators. This activity is an event as well as a special and unique endeavor. It is special because it is with an education that humans (individuals) are prepared to live their lives, and are directed and made possible to achieve their life goals. Unique because it contains characteristics that are not found in other activities. These characteristics are mainly characterized by the presence of several main content in educational activities, namely the presence of students, educators, and educational goals. These three elements are integrated through the learning process.

The results of the study indicate that there are several problems with teacher professionalism, especially in terms of writing. First, research by Borko et al., which shows that there is a relationship between professional development and perceived levels of support and community; though, not for productivity in teaching and research. Themes for professional development for teaching, research, and service include motivation to learn, self-study, and resources to serve [2].

Furthermore, Noom-Ura et al. Through their research, it was demonstrated that Thai English teachers are aware of the issues that affect themselves, their curricula, textbooks, assessments, and other factors that support teaching success at moderate levels. They are aware of the high level of problems caused by students' low exposure to English and insufficient language background. Students not practicing the language or wanting more opportunities to practice the language also contribute to their lack of confidence in using the language for communication. Although the need for teachers for professional development and funding for professional development is moderate, they recognize the availability of continuing professional development and professional development programs. They show great interest and appreciation in all areas that have contributed to their successful careers.

Original knowledge of English and pedagogical/pedagogical strategies for teaching and assessing productive skills, especially listening, speaking and writing [3, 19–21]. A study by Dumlao et al. Writing a journal for reflective practice is an excellent way to help incumbent teachers acquire professional knowledge and build identities, beliefs, and metaphors that can generate a wealth of experience, assumptions, and teaching learning. [4]. Furthermore, the results of Ping et al.'s study indicate that research on professional learning by teacher educators appears to be an area of growing interest, but its focus is fragmented. Our ratings are: (a) there is no clear knowledge base essential to the work of teacher educators; (b) teacher educators undertake a variety of activities in order to learn; Educators who need to learn take care. Our research helps to understand and support professional learning for teacher educators [5, 22–24].

Based on the research results from these researchers, it is important to do a conceptual analysis related to the professionalism of writing learning teachers. This is intended to obtain a frame of reference in looking at the root causes of problems related to

professional writing learning teachers in Indonesia so that it can be used as a solution effort in order to improve the professional competence of teachers in Indonesia.

2 Method

The writing of this paper is a descriptive analysis. A descriptive analysis method is a method or work method for solving a problem by describing, describing, explaining, and analyzing the situation or state of the object from the author's point of view, based on the results of a literature survey (literature survey). The object of the problem is the professionalism of writing learning teachers and forms of resilience and solution efforts that can be made in realizing the professionalism of writing learning teachers in Indonesia. The data collection technique was carried out using library research and documentation techniques.

3 Discussion

3.1 Professional Teacher

Education is the main building in a civilization. Therefore, people who are involved in educational activities must be competent, qualified, and have character. Through these people, education will be managed professionally, so that the fruits of the education will be of higher quality. Which in the end, will also reflect the quality of a nation's civilization.

One of the professionalism of education management lies in the education staff, namely teachers or lecturers. In general, educators or education personnel can be interpreted as all people who are authorized to foster, guide, and direct, especially children. For example, parents, community members, and traditional leaders or leaders. More specifically, educators are defined as people who are deliberately prepared for the qualifications of teachers and lecturers, counselors, tutors, *widyaiswara*, tutors, instructors, facilitators, and other designations according to their specificity, and participate in providing education.

Teachers are change agents or reform agents. On his shoulders lies the mandate of the progress of a nation's civilization. It is true that there are many parties involved in the organization of educational activities. However, from these parties. Educators have a more specialized key role. It is through the expertise of education that the quality of human beings and civilization can be further improved. Referring to this, it can be understood that educational activities are not easy, easy, or trivial jobs [6].

Educating is a noble task. It will be nobler if implemented by professional educators. That is why desire alone is not enough to become an educator, let alone a professional teacher/lecturer. To be said to be a professional educator, a person must meet various predetermined criteria. The fulfillment of these criteria will facilitate the educators concerned in carrying out: their duties in order to advance the civilization of a nation. These criteria include the following, namely: (1) being a choice for a position based on a strong motivation, (2) having knowledge, knowledge, and special skills, (3) having autonomy in acting when serving clients, (4) serving in a society that is oriented towards social

services, not just for financial gain, (5) does not advertise their expertise to get clients, (6) becomes a member of a professional organization, (7) has a professional code of ethics, (8) has high power and status as an expert recognized by the community, and (9) entitled to a proper reward [7, 8].

As a professional, educators must know themselves in relation to the tasks they carry out. He must (1) be able to measure his strengths and weaknesses, (2) understand his rights and obligations, (3) carefully look at the opportunities and challenges, (4) be future-oriented, and (5) understand the direction of his personal and professional development [9, 10]. This self-knowledge is very important to have because at this time things can change quickly and significantly. Changes in situations and conditions that quickly cause educators are required to always be ready. Therefore. Educators must be good at choosing effective and efficient strategies to develop themselves continuously.

Quality education cannot be separated from the professionalism of educators. It can be said that the quality of education is largely determined by the professionalism of educators. Competence is the main requirement for the professionalism of an educator. In detail, in Permendiknas 16 of 2007 it is explained that educators as learning agents must have four competencies, namely pedagogic, personality, professional, and social [11].

Pedagogic competence is competence related to the ability to manage to learn. These abilities have been started from the design of learning, implementation of learning, evaluation of learning outcomes, follow-up on the results of the evaluation of learning, and self-development of students to actualize their various potentials. In detail, the competencies include the following.

- Acquisition of physical, moral, social, cultural, emotional, and intellectual characteristics of students
- Acquire learning theory and educational principles of learning.
- Develop subject-related curricula.
- Organization of pedagogy
- Use of ICT for learning purposes.
- Promote the development of students' potential.
- Communicate effectively, empathetically, and respectfully with students.
- Conduct process and learning outcome assessments.

Personal competence is an ability related to the personal performance of an educator. Morality is the main thing in this competency so educators deserve to be imitated or imitated. In detail, these personality competencies can be described as follows:

- Act by the religious, legal, social, and cultural norms of the country;
- Have a sincere and virtuous character and be a role model for students and society.
- Present yourself as a consistent, stable, mature, wise, and authoritative person
- Demonstrate work ethic, high levels of responsibility, pride, and self-confidence as teachers.
- Compliance with the Code of Ethics of the Teaching Profession.

Social competence is an ability related to the ability to build good relations with educational people. For example: students, fellow educators, education staff, parents/guardians of students, and the surrounding community. In detail, these social competencies can be described as follows:

- Act impartially and objectively without discrimination based on gender, religion, race, physical condition, family background, etc.
- Communicate effectively, empathetically, and respectfully with other educators, educational staff, parents, and the community;
- Adapting to work sites throughout the territory of the Republic of Indonesia with its socio-cultural diversity;
- Verbal and Written Communications.

Subject competence is related to mastery of study materials and can guide students in meeting established competency standards. Specifically, these professional competencies can be described as:

- Acquisition of materials, structures, concepts, and scientific thinking that support the lessons learned
- Acquisition of ability standards, basic ability in ability development subjects and development fields
- Developable learning materials.
- Develop sustainable professionalism through reflective behavior
- Use ICT for communication and development.

3.2 Professional Teacher on Writing Learning

The results of a survey conducted by PISA (Programme for International Student Assessment) released at the OECD (Organization for Economic Cooperation and Development) showed that in 2019 the reading interest of the Indonesian people was ranked 62 out of 70 countries. In addition, UNESCO said that the reading interest of the Indonesian people was only 0.001 percent. This means that out of 1000 Indonesian people, only 1 person likes to read. The low interest in reading of course also affects the ability to write. This is of course concerning and it is necessary to make strong resilience efforts so that the Indonesian people have a better interest in reading and writing skills.

Decades of experience fostering writing lectures, guiding the writing of students' final assignments, observing the writings of fellow teachers and lecturers, informs that writing is not an easy job. There are many errors in the writings of these parties. Not only in terms of language. In terms of grammar, content accuracy, and reasoning, errors are often found. All of that informs that writing is not an easy job. The big questions that should be raised from these unfavorable conditions can be very many, for example; (1) How bad are the writing skills of our students; (2) Why did this happen; (3) Who should be responsible; and (4) what effective solutions can be implemented.

Writing is a symbolizing activity, which symbolizes thoughts, feelings, ideas, procedures, and others through certain symbols, according to certain rules and procedures [25, 26]. Writing can be likened to a bridge, a pod, or a mouthpiece. Through a writing a writer expresses his thoughts and feelings. Through an article, too, a reader understands the message (thoughts and feelings) conveyed by a writer [12, 13].

If a bridge is made of the best quality materials and arranged in an attractive way, it is certainly very easy and comfortable to cross the bridge. However, if the bridge is brittle, has holes, or is about to break, then the process of crossing it will definitely be problematic. So is the case with writing. If a piece of writing is well written and laid out, of course the reader enjoys it comfortably and understands its content easily. On the other hand, if the writing has a lot of “pockmarks”, then let alone to understand, just to read it, will definitely bring boredom. The text will be difficult to understand. In the end, of course the message to be communicated is unknown to other people (readers).

In reality, these “pockmarks” are often found in the writings of our students. Even though they have gone through a long period of learning to write (a dozen years). That is when they follow Indonesian language learning since elementary school (SD). Not only now, this has been happening for a long time. As a result, negative statements are often directed at the quality of the learning. Specifically, learning to write.

On closer inspection, the activity of writing not only symbolizes or symbolizes ideas and what is contained in the world of ideas (compared to speaking as a recitation activity), nor does it only symbolize the pronunciation of spoken words. I understand. Writing goes far beyond that. Writing is an advanced communication process. It is a container in which different understandings and expertise are intertwined. These demands demand people (authors) who are good at communicating ideas, thoughts, feelings, etc. Through writing, the reader understands the various messages contained in the article.

As part of the verbal act, writing is closely related to thinking. The relationship between writing and thinking is like two sides of the same coin. So the line between the ability to write and the ability to think is very thin. Thus, writing and thinking are her two recurring activities [14, 15]. Writing is a tool that is also the result of thinking. Writing allows a person (author) to convey his thoughts and ideas. On the other hand, through thinking activities, a person can improve their writing ability. Weaknesses in any of these two aspects of him can adversely affect the outcome of his writing.

Writing is not an easy task. Writing requires not only sufficient thinking ability, but also a variety of skills, attitudes, and knowledge to begin with. If someone wants to write about something (e.g. about parenting efforts), (at least) (1) understand and organize the main issues to be communicated, (2) understand and skillfully use vocabulary, (3) proficiency and writing ability, (4) high motivation for goals, (4) supporting factors such as preparedness, and (5) thoroughness, accuracy, insight, etc. In addition, good attitudes, high intrinsic motivation, and high writing frequency also determine the quality of a writer’s writing.

Observing the description above, it seems so “scary” and will no longer be born new writings. However, if educators and students are not phobic with such things, or (in fact) use some of these indicators as triggers for success, then quality new writing will definitely appear. The development of writing knowledge and skills began in elementary school (SD). Coaching begins in the form of early writing lessons. At this very early age, students become familiar with symbols made up of letters, numbers, and other characters (punctuation marks). Gradually, the student’s literary potential is further trained, promoted and developed. They are encouraged in this manner in the hope that they will be adequately provided for further writing. Good coaching and development from an

early age provides a solid foundation for students to pursue writing at higher levels of education.

The forefront of attracting students to write, is educators (teachers or lecturers). The unwillingness (perhaps even fear) of students in writing, the writing of students who are not qualified, the writing climate is not conducive, and so on are interesting challenges to be conquered. Not all educators (to be precise, teachers or lecturers who support writing lessons) are able to answer this challenge. Only professional educators can handle it. It has been explained that professional educators are educators who are competent in their fields. Namely competence in the field of learning to write. Referring to these competencies, the following indicators can be considered markers of the competence of writing learning educators.

First, knowledgeable and capable. Writing learning teachers must have good knowledge of the ins and outs of writing, especially about the material they teach. This qualified understanding will have a positive impact on the learning it fosters. For example, making it easier for him to solve every problem asked by students. In addition, it will also make it easier for him to sort out the material presented in a systematic way. In comparison, a durian seller who doesn't understand durian will certainly be at a loss to answer various intelligent questions from buyers about the durian he sells.

Writing learning teachers must also be skilled at writing and assessing written work. It's true that a boxing coach doesn't have to be a boxer. However, for writing teachers, this is not the case. The skill of the teacher in writing, his many publications, his involvement in writing competitions (scientific works), and so on, will further increase his confidence and will become the motivation for his students.

Second, be positive in terms of writing. Knowledge and skills alone are not enough, these two things must be accompanied by a positive attitude towards writing with its dynamics. Referring to Gani, in general, the scientific attitude includes several things. For example: (1) having a high curiosity, (2) appreciating the writings of others, (3) daring to defend the truth, (4) thinking ahead, (5) being open, (6) honest, (7) critical, (8) never give up or give up quickly, (9) persevere or be serious, (10) not easily satisfied, (11) believe that every problem has a solution, (12) like something new/challenge, and (13) disciplined [16–18].

Apart from this positive attitude, the spirit of the educator should not be ignored. Teachers learning to write must love teaching and educating. The antics, mischief, laziness, complaints, failures, successes, joy, seriousness, etc. of the students are a meaningful input for him for further actions. He will always appreciate the writings of his students positively. If something is lacking or not good, he will explain in a wise way, so that students are more enthusiastic to continue writing. With the things above, students will be protected, comfortable, and in love with their writing class. This love is a very great basic capital to educate and skill students in writing.

Third, manage learning with quality. In his opinion, learning activities start from the planning stage and end at the follow-up stage. The sequence is the planning or preparation stage for learning, implementing learning, evaluating learning, and following up on the results of the evaluation of learning. The nature of each of these stages must be understood by educators (writing teachers). Although interrelated, each of these stages has its own dynamics.

Planning is the initial stage that must be managed professionally [29, 30]. At this stage, mastery of the curriculum, academic calendar, and learning tools is a must. The orientation of this stage is that the teacher is ready to teach professionally. The indications of readiness can be observed from the following points, for example; (1) Teachers have their own learning tools (RPP, teaching materials, learning media, LKPD, and learning evaluation tools); (2) The teacher has mastered what he will teach and how to teach it, (3) The teacher has understood how the assessment system is and how to follow up on the learning outcomes. Careful planning indicates 50 percent success. That is why this planning must be done by the teacher who will teach himself [31].

The essence of learning is face-to-face activities in the classroom (or in cyberspace, online learning). This is the main and very crucial stage in learning. It is at this stage that all preparations are actualized. At this stage, educators are punished for the completeness of delivering material at a predetermined time allocation. The “punishment” requires the teacher to carefully carry out the stages of learning and fill these stages appropriately. He must understand the nature of the four stages of learning, namely the stage of (1) pre-learning, (2) preliminary, (3) this activity, and (4) closing activity. He must also understand what, why, and how he is at each of these stages.

In his opinion, learning activities start from the teacher opening the classroom door until he closes the door again. At the appointed time (from the incoming bell to the outgoing bell), the educator will mobilize all the competencies he has (professional, pedagogical, personality, and social) for the success of the learning he fosters. Unprofessional educators (eg educational students who practice in the field of education) are often confused and go awry at this stage. Sometimes time has run out (the bell for changing subjects or breaks has rung) but the material has not been completely delivered. Sometimes the opposite happens (the material has been completed, but there is still a lot of time left or the bell has not rung).

The professionalism of teachers is largely determined by learning evaluation activities [27, 28]. This requires educators to (1) understand the nature of evaluation, (2) understand what will be evaluated, (3) understand and be skilled at making evaluation tools used, (4) understand the implementation of evaluation, and (5) be skilled in assessing the results of the evaluation.

A good evaluation tool will determine the quality of students in the learning that has been followed. Therefore, educators must be therapists to manage their learning evaluation tools. He must know (1) types of evaluation tools, (2) master the classification of thinking proposed by Benjamin S. Bloom, (3) understand lattice problems, LOTS, and HOTS, (4) understand illustrations, steam, and object objects. (5) understand the technique of scoring or scoring. With these indicators, it is hoped that the results obtained by students describe their knowledge and abilities accurately and objectively.

In a lesson, not all students will succeed or fail. Values will always vary. There will always be a high and a low. Observing all this, professional educators must be able to determine the appropriate action (follow-up) for their students. This indicates that he must understand the nature of his chosen enrichment and improvement program. Educators must be able to determine exactly the type, method, and weight of the improvement or enrichment given to their students.

Fifth, adhere to the professional code of ethics. A code of ethics is a set of norms that guides behavior in carrying out a profession. Referring to the results of the 1989 PGRI XVI Congress in Jakarta, in carrying out their duties, at least teachers of learning to write should pay attention to several things, namely: (1) seriously guiding students in terms of knowledge, attitudes, and writing skills, (2) have professional honesty, (3) always try to obtain information and understand students, (4) create a lively atmosphere in every learning, (5) build relationships with professional friends and parents for the benefit of students, (6) maintain good relations with the community around the school, (7) always develop and improve the quality of the profession, (8) maintain, foster, and improve the quality of the organization, and (9) implement all government policies in the field of education and learning.

Sixth, provide a means for publication. The task of writing learning teachers is not only to carry out learning and guidance in the form of explanations, modeling, training, analysis, and assessment (evaluation) carefully, consistently and continuously, in a pre-determined time span. They should also provide a means to distribute the writings of their students. In simple terms, these facilities can be in the form of wall magazines, school magazines, or school newspapers. Through the guidance and motivation of educators, these media are directly managed by students. These facilities can be class scale, majors (eg school magazines for science or social studies students), or school scale. Through these various media, students will be motivated to compete. On a broader scale, educators with the help of schools collaborate with the general mass media (newspapers or magazines). Through this collaboration, it is hoped that students' writings can be published in the mass media.

With some of the things above, it is hoped that learning to write will produce satisfactory results. These satisfactory results can be observed from the following indicators, for example (1) students appreciate and always look forward to the arrival of the writing learning schedule, (2) the writing class is always "noisy" with the positive actions of the students, (3) students are confident in writing, (4) students like to share writings with their teachers, (5) students are productive, creative, and innovative in writing, (6) school media have never experienced a shortage of writing stock to be published, (7) student writings are widely published in general mass media (newspapers) or magazines, or the internet), (8) students often win writing competitions (poems, essays, short stories, scientific works, or other written works).

4 Conclusion

Writing is not just an activity to symbolize ideas, thoughts, or feelings with certain patterns. Or patterning spoke language patterns into written language patterns. Writing is the complexity of the process of communicating a thought or idea based on certain rules and methods. There are many demands that must be met in order to produce quality writing. That is why the writing process is often considered a difficult activity.

Even though it is considered difficult, writing is not really difficult (not really difficult). Especially when writing with all its dynamics is taught and fostered by professional educators. The existence of professional educators is a must in learning to write. Through their cold hands and clean hearts, the paradigm of writing can be reversed. That is from

something difficult to something fun. In this way, students like to write and always produce quality writing.

Writing is a process. It is in the realm of skill. Merely understanding writing and having a good appreciation of writing is not enough. Take your pen, and play on the paper. Take your laptop, and play your finger on the keyboard. That's what wrote. Writing is a process, activity, or activity. Write, check, correct, and rewrite. Do it repeatedly. Always try and improve. Always learn from experience. Always ask for guidance from a competent person (your writing teacher). In this way, the paradigm that writing is something difficult will become something exciting.

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